

## **No Child Left Behind Frequently Asked Questions**

The No Child Left Behind Act provides a comprehensive framework that is intended to improve student achievement and reform instructional programs for students. A key ingredient in the formula for improving instruction and student learning is educator quality. This law looks at educator quality through employment qualifications for teachers and paraprofessionals.

A list of Frequently Asked Questions has been developed to cover issues surrounding NCLB.

### **Q: What is the Elementary and Secondary Education Act?**

A: Since it was first enacted in 1965, the Elementary and Secondary Education Act has described the federal requirements for public schools. The Act is scheduled for reauthorization every five to seven years. President George W. Bush proposed major changes in the federal role in education in 2001. With bipartisan support and input from state educators, the new ESEA, also called NCLB, makes major changes in the federal role and was intended to put more resources into states to support public schools with increased accountability.

### **Q: Why is the term Title I used often when talking about this Act?**

A: The largest single allocation of federal funding for education flows through Title I funding. Recognizing that children from lower economic status neighborhoods face greater academic challenges at school, federal funding is provided to schools with higher percentages of students coming from low income or low socio-economic status. Schools receiving this extra federal funding are referred to as Title I schools. The administration and staff at Title I schools use this extra federal funding to develop instructional programs that support student achievement. The reauthorization of ESEA led to NCLB, and NCLB mandates that all schools will be expected to make specific gains in student achievement. Title I schools are required to follow specific mandates if they fail to make gains in student achievement.

### **Q: What Anchorage School District schools receive Title I funding?**

A: Twenty-four ASD schools receive Title I funds. They include:

- Alaska Native Cultural Charter School
- Airport Heights Elementary
- AVAIL Secondary
- Chinook Elementary
- Creekside Elementary
- Fairview Elementary
- Government Hill Elementary
- Lake Otis Elementary
- Mountain View Elementary
- Muldoon Elementary
- North Star Elementary
- Northwood Elementary
- Nunaka Elementary

- Ptarmigan Elementary
- Russian Jack Elementary
- Taku Elementary
- Tudor Elementary
- Tyson Elementary
- Ursa Major Elementary
- Ursa Minor Elementary
- Whaley
- Williwaw Elementary
- Willow Crest Elementary
- Wonder Park Elementary

**Q: How has testing changed with this law?**

A: Because of the Alaska Standards Based Assessments, all public school students across Alaska take the same tests to determine whether they are meeting standards. Reports from the tests are provided to parents to gauge their child's progress. Districts, schools and teachers use the reports to assess and modify instructional programs and to identify students who need remediation. Schools, the district and the state must make AYP to show that students are learning. The goal is for 100% of students to at least score as proficient in language arts and math by the 2013-2014 school year.

**Q: What is AYP and what does it do?**

A: There has been an AYP requirement in the law since 1994. AYP calls on states to establish a timeline for bringing 100% of students up to proficient level on state assessments. States start by defining AYP, which are the measurements of academic improvement a school must achieve to ensure that at the end of 12 years, every student graduating will have mastered the basics. Each state chooses where to set the initial academic achievement bar based on the lowest demographic group or based on a measure of the lowest achieving schools in the state, whichever is higher. Once the initial bar is established, the state is required to "raise the bar" gradually to reach 100% proficiency in reading, writing, and math at the end of 12 years. The initial bar must be raised after two years, and subsequent thresholds must be raised at least once every three years.

**Q: What happens to schools that do not make AYP?**

A: States must develop Annual Measurable Objectives each school year. Testing results must be disaggregated by subgroups based on all students, low-income students, six race/ethnicity categories, students with disabilities and Limited English Proficient students.

Schools that have not made the state-defined AYP for two consecutive school years will be identified before the beginning of the next school year as needing school improvement.

After a school is identified for improvement status, it develops an improvement plan. Parents are invited to participate in the development of this plan. In the ASD, Title I school students who are eligible may apply to receive supplement educational services (free tutoring).

If a Title I school does not make AYP for three consecutive years, the school remains in school improvement status and the ASD must continue to offer supplement educational services (free

tutoring) to eligible students, as well as public school choice to all students who attend that school.

If the Title I school does not make AYP for four consecutive years, the district must implement certain corrective actions to improve the school, such as replacing certain staff or fully implementing a new curriculum, while continuing to offer public school choice and supplemental services.

If a Title I school fails to make AYP for five consecutive years, it is identified for restructuring.